



### Course Syllabus

<b>Course title:</b>	<b>Fundraising and Grant Writing</b>
<b>Course #/term:</b>	SW 663 01 Spring/Summer 2018
<b>Time and place:</b>	Mondays, 1pm-5pm Room B760
<b>Credit hours:</b>	3
<b>Instructor:</b>	Katie Doyle
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	<b>E-mail:</b> <a href="mailto:doylekg@umich.edu">doylekg@umich.edu</a> <i>When you email me, please include SW 663 in the subject line</i>
<b>Office:</b>	<b>Phone:</b> 734.764.9717
<b>Office hours:</b>	SSWB 3778, by appointment

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## Course Description

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Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, service contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address emerging and changing fundraising trends.

## Course Content

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This course will focus on effective ways to raise money to support social impact organizations. Students will explore the range of possible income sources that organizations can devote to advance social justice by expanding and improving services, empowering groups, reaching populations in need, improving social conditions or anticipating and responding to new challenges. The implications of using alternative approaches of income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, adherence to ethics and values, and organizational sustainability.

Students will learn how to identify prospective funding sources, build relationships with potential donors, funders and collaborators, write and submit grant and contract proposals, and plan and carry out fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).

## Course Objectives

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Upon completion of this course, students will be able to:

1. Identify appropriate funding strategies that support financial sustainability of an organization. (1, 4, 5, 6)
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs. (1, 3, 8)
3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors. (1, 4, 6, 7)
4. Write project proposals that are technically complete and contribute to social equity. (1, 3, 2, 8)
5. Identify and implement appropriate fundraising strategies necessary for program achievement. (1, 7, 8)
6. Develop and carry out elements in a fundraising campaign and/or fundraising events. (1, 2, 8, 9)
7. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability. (1, 2, 7, 9)
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

(Numbers in parenthesis relate to the Council on Social Work Education [Competencies](#))

## Course Design

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This course design involves mini-lectures, in-class exercises, proposal writing and applied assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

### **Theme Relation to Multiculturalism & Diversity**

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Class examples of successful projects and funder priorities will deal with issues related to dimensions of diversity and multiculturalism. Fundraising strategies will focus on how to develop financial support for causes that represent traditionally underrepresented populations that are typically not included in mainstream funding priorities

### **Theme Relation to Social Justice**

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Student designed projects will be required to reflect a commitment to social equity such that program outcomes accommodate the needs of disadvantaged populations. Students will learn how to promote social causes, to increase awareness of social injustice, and help donors understand giving for the greater good of social change.

### **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

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Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in human service organizations. They will also learn that mainstream funding may not always support best practice programming, resulting in ethical dilemmas and requiring the ability to develop alternative funding strategies.

### **Theme Relation to Behavioral and Social Science Research**

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This course will review the growing body of research on effective fundraising. For example, students will learn that market research is essential to the success of letter, telephone, and other campaigns. Moreover, funders increasingly demand evidence that project proposals reflect empirical knowledge. Thus, this course will cover how to gather data that describes a problem and give explanations (i.e., scientific theories) that justify the proposed intervention approach.

### **Relationship to SW Ethics and Values**

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Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

### **Philosophy and climate**

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#### **Teaching philosophy:**

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My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by

- policies, practices, and interpersonal interactions;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

### Classroom Climate

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True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, though I am aware that learning and growth can sometimes be uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that *we all have the capacity to grow and develop*. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning environment.

I do not customarily spend a lot of time in the first class building a “ground rules” list. I suspect most of you are in at least your second term here, and have participated in these kinds of exercises a few times. However, an emotionally safe class climate is important to me. So, below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and problem-solving.
- Be attuned to Process and Content: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take interest in the intent, not just the impact of others’ communication and take responsibility when your intent does not match the impact on someone else.

- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don't contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.
- I am interested in any other expectations you may have, and we will discuss in our first class.

“The only thing worse than learning from our mistakes is not learning from our mistakes.”

• I thought Eleanor Roosevelt said this, but I cannot find the source! Can you?

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## Textbook & other readings

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### Required:

Clarke, C (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising* (2nd ed). San Francisco, CA: Jossey-Bass.

You can find it here: <https://proquest-safaribooksonline-com.proxy.lib.umich.edu/9780470482865>

Klein, K (2016). *Fundraising for Social Change* (7th ed). San Francisco, CA: Jossey-Bass.

You can find it here or download it through the UM library.

<http://onlinelibrary.wiley.com/book/10.1002/9781119228837>

This course draws from the two books listed above. Both are reasonably inexpensive and available in print or electronically. The Social Work librarian will be visiting a class at the beginning of a course if you have any trouble accessing them, or you can reach out to her: Darlene Nichols: [dpn@umich.edu](mailto:dpn@umich.edu). We will be discussing these books in class. In addition, the Clarke book will be **very useful to you for the grant assignment**.

**I will place all other required readings on our course Canvas site in folders that correspond to the weeks they are due.**

Note that some weeks have *recommended* readings. You are not expected to read recommended readings for class. They are helpful resources should there be a topic you would like to learn more about or if you eventually pursue fund development work and would like to get more depth on some aspect of the course.

## Class schedule

Date	Topic/Agenda	Required readings & assignments
5/7/18	Session 1: Introduction to Course, Nonprofit Organizations Guest Speaker(s) from Ann Arbor Academy <a href="http://www.annarboracademy.org">www.annarboracademy.org</a>	
5/14/18	Session 2: Grant Writing—Grant Cycle Guest Speaker: Darlene Nichols (SW Librarian)	<ul style="list-style-type: none"> <li>• Klein, Chapters 1*move to recommended</li> <li>• Klein, Chapter 2 (it's 3 pages!)</li> <li>• Clarke, Chapter 1</li> </ul>
5/21/18	Session 3: Grant Writing—Research/Prospecting	<ul style="list-style-type: none"> <li>• Clarke, Chapters 2, 4, 5</li> <li>• <i>The Generosity Network: Connecting Through Narrative</i></li> </ul>
5/28/18	<b>**NO CLASS**</b> Memorial Day	<b>FUNDER ANALYSIS DUE on 5/29</b>
6/4/18	Session 4: Grant Writing—Applying	Clarke, Chapters 6, 7, 8 <b>**Chapter 6 is key**</b>
6/11/18	Session 5: Grant Cycle—Applying and Managing	Clarke, Chapters 9, 10 <b>GRANT REVIEW DUE</b>
6/18/18	Session 6: Introduction to Fundraising Guest Speaker: Helen Starman, Chief Development Office at Food Gatherers <b>**You will have 2 full hours to work in your groups during class**</b>	<ul style="list-style-type: none"> <li>• Klein, Chapters 4 &amp; 6</li> <li>• <i>Ladder of Engagement</i></li> <li>• <i>Burk Donor Survey</i> (skim)</li> </ul>
6/25/18	Session 7: Grant Cycle—Applying and Managing	<ul style="list-style-type: none"> <li>• <b>**Review Clarke Chapters 6-10 (you will thank me later ☺)</b></li> <li>• <i>The Generosity Network: Introduction and Chapter 3</i></li> </ul>
7/2/18	Session 8: Culture of Philanthropy and Ethics	<ul style="list-style-type: none"> <li>• Klein, Chapters 31 &amp; 40</li> <li>• <i>A Graphic Revisioning of Nonprofit Overhead</i></li> <li>• <i>State of DEI in Philanthropy 2016</i></li> <li>• <i>Should Museums Vet Donors?</i></li> <li>• <b>GRANT APPLICATION DUE</b></li> </ul>
7/9/18	Session 9: Fundraising Cycle—Donor Identification and Cultivation	<ul style="list-style-type: none"> <li>• Klein, Chapters 11, 14, 17</li> <li>• <i>Breaking the Gala Addiction</i></li> </ul>

Date	Topic/Agenda	Required readings & assignments
7/16/18	Session 10: Fundraising Cycle—Donor Stewardship & Evaluating Fund Development Efforts	<ul style="list-style-type: none"> <li>• Klein, Chapters 21 &amp; 22, 30</li> <li>• <i>Fundraising Effectiveness Toolkit</i></li> </ul>
7/23/18	Session 11: Synthesis	<b>FINAL ASSIGNMENT DUE AT END OF CLASS</b>
	Final Exam: Take Home	

### Assignments

Assignment	Due date
Written Assignment #1: Funder Analysis	5/29
Written Assignment #2: Grant Review	6/11
Group Project: Grant Application	7/2
Written Assignment #3: Choice: Fund Development Plan or Case for Support	7/23 (end of class)
Final Exam:	Last week

### Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement	20%
Attendance	10%
Written assignments/Quizzes (Top 2 of 3 scores counted) <ul style="list-style-type: none"> <li>• Funder Analysis</li> <li>• Grant Review</li> <li>• Development Plan/Case for Support</li> </ul>	25%
Group Project: Grant Application	30%
Final Exam	15%
<b>Total</b>	<b>100%</b>

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

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#### Course Engagement—20%

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I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork  $\neq$  paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

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#### Class Attendance—10%

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Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

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#### Short Written Assignments—25%

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You will have three short written assignments. Written assignments will be described in full on Canvas and posted at least 2 weeks before they are due.

I will count the grades of only the top two when calculating your final grade, though you should submit all three. Even though I will only count the top two, failure to submit any of the three assignments will result in a points penalty.

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#### Group Project: Grant Application—30%

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This is a grant proposal to a fictitious funder to fund some aspect of the Ann Arbor Academy [www.annarboracademy.org](http://www.annarboracademy.org). The goal is to create a set of proposals that can be shared with Ann Arbor Academy and actually be put to use. Class time will be used to work on your assignment, but additional time outside of class may be necessary.

Your grant assignment, and evaluations must be uploaded to Canvas on or before the due date. Late assignments will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

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#### Late Assignments

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Assignments are due at or before 1:00pm on the due dates listed on the syllabus and on Canvas, except where noted.



Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

### Grade Dispute Process

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If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

### Expectations for Written Work

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**Development of professional writing is a goal of the course**, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is an excellent resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

### Additional Course Information and Resources


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#### Safety and emergency preparedness

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All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at [ssw-ADAcompliance@umich.edu](mailto:ssw-ADAcompliance@umich.edu).

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

*Additional resources:*

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

### Mental health and well being

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services \(CAPS\) at \(734\) 764-8312](#)
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at [mshaughm@umich.edu](mailto:mshaughm@umich.edu).
- [University Health Service \(UHS\) at \(734\) 764-8320](#)
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

### Teaching evaluations

The best way for me to learn how students are experiencing the class is...from you! Please fill out the mid-semester survey and the end of semester evaluations. You are "paying it forward" for students who come after you by completing the end of semester evaluations. I take them very seriously and adjust my courses accordingly. Teaching evaluations are administered via Canvas and will be emailed to students during the last weeks of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

### Proper use of names and pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform me before the second class period so that I use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

#### Accommodations for students with disabilities

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If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

*For more information, contact:*

Services for Students with Disabilities  
G-664 Haven Hall | 505 South State St.  
(734) 763-3000 | [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

#### Religious/spiritual observances

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An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

#### Military deployment:

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[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

#### Writing skills and expectations

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Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

*For more information or to schedule an appointment, contact:*

[SSW Writing Assistance](#)  
[Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

#### Academic integrity and plagiarism

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Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)

\*\* In grant writing, however, it is common practice to use material that is already written for an organization. For example, you will use the organization's mission statement in your grants, and you do not need to cite the source. We will discuss this in class further.